

1. Improvement Over Time

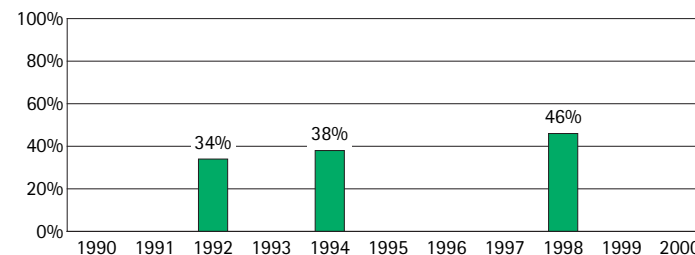


Have Connecticut's 4th graders improved in reading achievement?

Yes. The percentage of Connecticut's public school 4th graders who met the Goals Panel's performance standard in reading increased from 34% in 1992, to 46% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Connecticut compare with other states in 4th grade reading achievement in public schools in 1998?

3 states had similar¹ percentages of students who were at or above Proficient on NAEP:

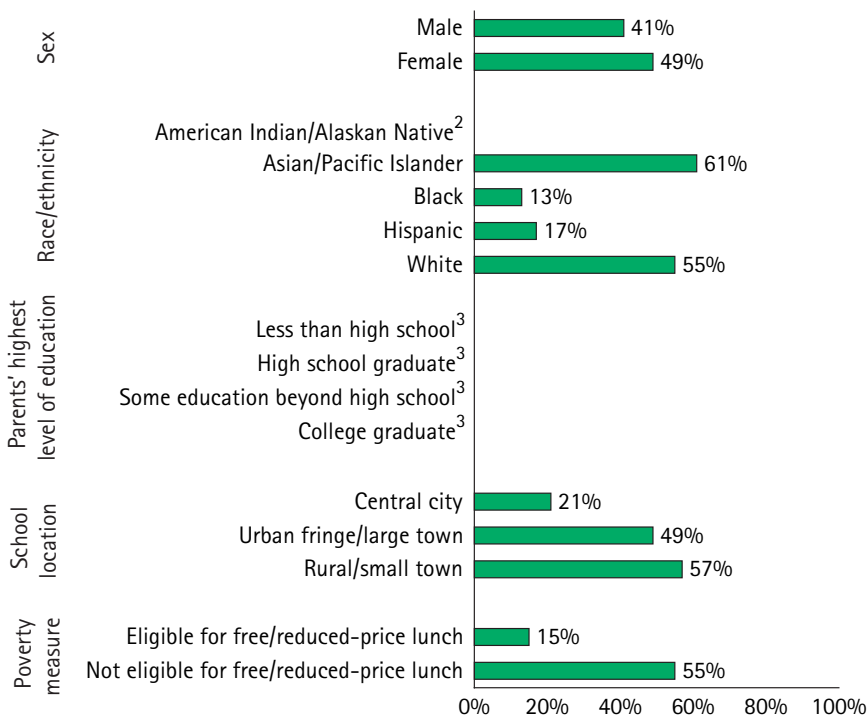
Connecticut	46%	Massachusetts, Montana	37%
New Hampshire	38%		

37 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Maine, Minnesota	36%	Delaware, Tennessee	25%
Iowa	35%	Alabama, Georgia	24%
Colorado, Kansas, Wisconsin	34%	Arkansas, Florida	23%
Rhode Island	32%	Arizona, New Mexico, South Carolina	22%
U.S.*	31%	Nevada	21%
Oklahoma, Virginia, Wyoming	30%	California	20%
Kentucky, Maryland, Missouri,	29%	Louisiana	19%
New York, Texas, Washington,		Mississippi	18%
West Virginia		Hawaii	17%
Michigan, North Carolina, Oregon,	28%	District of Columbia	10%
Utah		Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Connecticut were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

³ No data reported for 4th graders by parents' highest level of education in 1998.

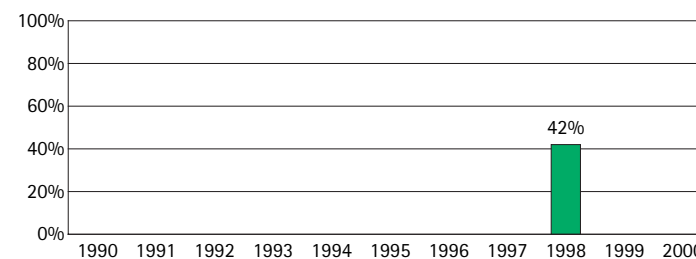
1. Improvement Over Time

Have Connecticut's 8th graders improved in reading achievement?

In 1998, 42% of Connecticut's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Connecticut compare with other states in 8th grade reading achievement in public schools in 1998?

4 states had similar¹ percentages of students who were at or above Proficient on NAEP:

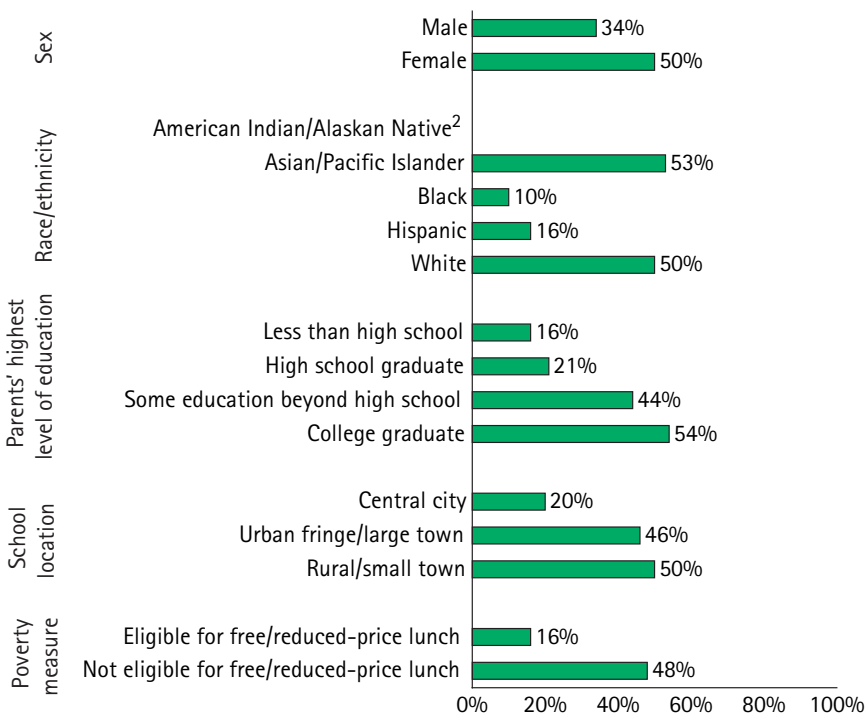
Connecticut , Maine	42%	Minnesota	37%
Montana	38%	Massachusetts	36%

33 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Kansas	35%	Tennessee	26%
New York	34%	Delaware, Georgia	25%
U.S.* , Oregon, Virginia, Wisconsin	33%	Nevada, New Mexico	24%
Washington	32%	Arkansas, Florida	23%
Maryland, North Carolina, Utah	31%	California, South Carolina	22%
Colorado, Rhode Island	30%	Alabama	21%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Hawaii, Mississippi	19%
Arizona, Texas	28%	Louisiana	18%
West Virginia	27%	District of Columbia	12%
		Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Connecticut were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.